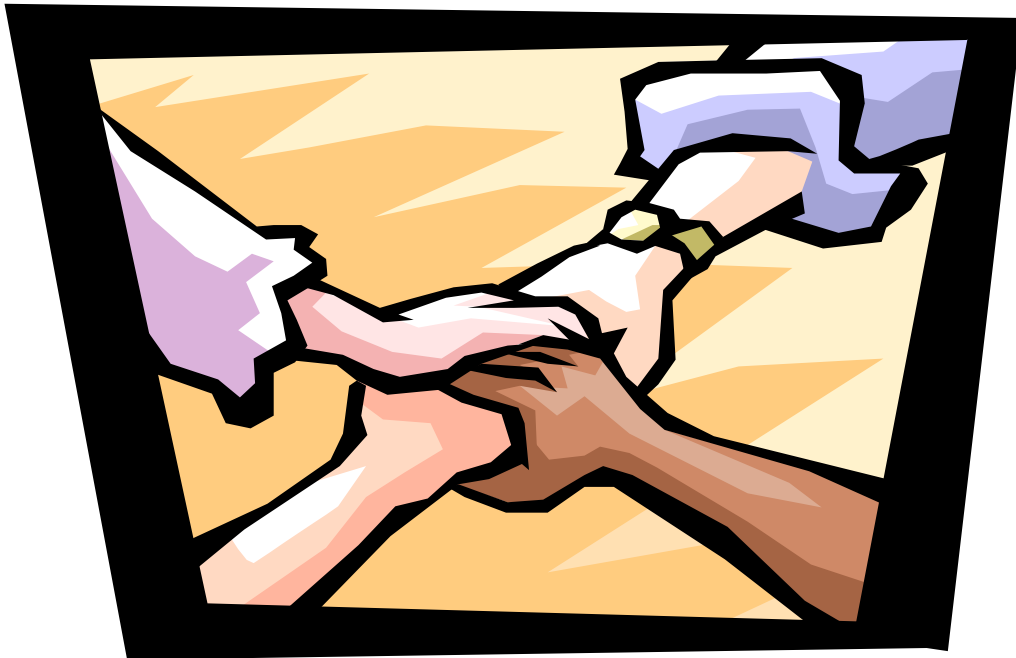# Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities (PEER-EBD)

Individual Form

Version 5: 2013

The Participatory Evaluation and Expert Review
for Classrooms Serving Students with Emotional/Behavioral Disabilities (PEER-EBD)

Individual Form

School/Program: **Date:**

Name: **Position:**

Overview:
        The first step in the program review process involves individuals completing a self-assessment. This self-assessment was developed to reflect evidence-based practices, as well as critical elements of program structure such as program foundation and philosophy, classroom or program structure, climate, and individualized programming. In the next step of the process, your school or classroom team will use assessment results to identify program strengths and needs related to elements of evidence-based practices for your classroom/school. This self-assessment contains a list of program features considered by researchers and practitioners to be evidence-based practices in serving students with EBD. Following each practice is a list of elements that further characterize this practice, and which team members will use to determine the functioning level of the program.

Individual Self-Assessment Directions:

        As a member of the PEER-EBD Team, please complete this survey prior to meeting as a team. Look over each item and rate it based on the rating scale below. Add the ratings across all items for each numbered section and place the total on the spaces provided. Please be sure to rate all items. *If for any reason you are not sure how to rate an item, give it a "1".* Additionally, jot down any comments or questions you may have for the purposes of the team discussion. Circle any indicator(s) that you would particularly like to discuss with the rest of the team. Bring your completed individual assessment to the scheduled team meeting.

The Self-Assessment Scale:

5 = This evidence-based practice is **fully in place**. Data and documentation indicate that each element is functioning well and implemented with high degree of consistency and fidelity. The practice requires only maintenance of effort at this time.

4 = This evidence-based practice is **mostly in place**. Data and documentation indicate that most the elements are consistently present in school practice. However, one or two indicators may not be fully in place, or there may be some issues with the consistency of implementation that suggest it requires additional work to be fully in place.

3 = This evidence-based practice is **moderately in place**. Data and documentation indicate that at least half of the elements are present and fairly consistently implemented. However, the other elements need to be developed and implemented consistently.

2 = This evidence-based practice is only **partially in place**. Data and documentation indicate that it is inconsistently implemented, and needs much more work to be fully in place.

1 = This evidence-based practice is **not yet in place**. Data and documentation indicate that it is rarely implemented in with any consistency and will require extensive work before it can be fully in place.

EXAMPLES OF COMPONENTS, PRACTICES, AND ELEMENTS

Component 1: Classroom Foundation and Philosophy
Practices and Elements

1.1. The program/classroom has an identifiable, overarching philosophy, including a statement of mission and purpose, that guides decision-making and practice. This philosophy and mission statement:

                                  1 2 3 4 5

1.1.1   Emphasizes the positive potential of students with EBD.   1 2 3 4 5

1.1.2   Is connected to research and evidence-based practice.   1 2 3 4 5

1.1.3   Reflects the context of the local community and setting.   1 2 3 4 5

1.1.4   Is known by all staff and infused in daily program/classroom activities.   1 2 3 4 5

1.1.5   Emphasizes equal attention to building academic (vocational for secondary programs) and social/emotional competence.

                                 Total: _____

1.3. Ongoing professional development is a regularly scheduled part of staff activities:

1.3.1   Professional development is a routine part of every staff's schedule.   1 2 3 4 5

1.3.2   Activities support networking with other professionals working with students with EBD.   1 2 3 4 5

1.3.3   Address relevant topics such as: instructional and assessment strategies, classroom and behavior management techniques, crisis intervention strategies, parent involvement, medications, team building, and communication skills.   1 2 3 4 5

1.3.4   Includes opportunities to meet supervision and licensure standards.   1 2 3 4 5

                                 Total: _____

Component 2: Classroom Structure
Practices and Elements

2.1. Effective and systematic data collection techniques are used to monitor daily functioning, drive program planning, and evaluate student progress.

2.1.1   Meaningful data on student performance is recorded daily.   1 2 3 4 5

2.1.2   Data collection is efficient, easy to maintain, and useful to staff, students and families.   1 2 3 4 5

2.1.3   Data regarding performance and progress are communicated regularly with parents and others involved in a student's life and treatment.   1 2 3 4 5

2.1.4   Data are reviewed regularly and used for program planning, decision-making, and in IEP development and implementation.   1 2 3 4 5

                                 Total: _____

2.3. Effective behavior management strategies are used by all staff across all aspects of the program:

2.3.1	Behavior management is embedded in instruction and across all daily activities.	1 2 3 4 5
2.3.2	Positive reinforcement rates are higher than negative or corrective feedback (4:1 ratio)	1 2 3 4 5
2.3.3	Praise statements are specific and descriptive so that students understand how they are using positive behavior.	1 2 3 4 5
2.3.4	Staff demonstrate effective limit setting techniques.	1 2 3 4 5
2.3.5	Most behavior problems are handled within the classroom by frontline staff through effective strategies. School administrators deal with major/serious disciplinary actions.	1 2 3 4 5

Total: _____

Component 3: Climate and Group Process
Practices and Elements

3.1. Effective instructional style and techniques are used by all staff involved in the program to create a motivating learning environment:

3.1.1	A high level of emphasis is placed on learning and academic/vocational success.	1 2 3 4 5
3.1.2	Staff use the basic components of effective instruction (clear objectives, anticipatory set, modeling, check for understanding, guided and independent practice, evaluative feedback and correction, etc.)	1 2 3 4 5
3.1.3	A variety of instructional strategies are used daily, such as cooperative learning, direct instruction, group and individualized instruction, etc.	1 2 3 4 5
3.1.4	Learning activities are developmentally and cognitively appropriate and are designed so that students experience high rates of success.	1 2 3 4 5
3.1.5	Staff and students have access to quality instructional materials, activities, and curriculum.	1 2 3 4 5

Total: _____

3.3. Group Meetings (e.g. goal setting, problem solving) are a part of the daily schedule and provide opportunities for students to develop and practice effective interpersonal skills in realistic situations:

3.3.1	Staff effectively use the stages of group formation and the dynamics of effective group management.	1 2 3 4 5
3.3.2	Staff and students participate in well-managed group meetings and activities.	1 2 3 4 5
3.3.3	Students are taught the steps of effective group meetings and cooperative learning and participate in facilitating them when appropriate.	1 2 3 4 5

Total: _____

<u>Component 4: Individualized Programming</u>

4.2. A Functional Behavior Assessment (FBA) regarding the student's ongoing pattern of behavior is completed and regularly updated throughout the program.

		1	2	3	4	5

4.2.1   The FBA is based on data and information taken within the setting, as well as taking into account contributing factors from the student's history and ecology.

1 2 3 4 5

4.2.2   The FBA should identify one or more hypotheses about the function of the behavior based on this information.

1 2 3 4 5

4.2.3   Hypotheses are verified through environmental manipulations.

1 2 3 4 5

4.2.4   The FBA involves a data based assessment of behavior, including setting events, triggering antecedents, the problem behavior, and maintaining consequences.

1 2 3 4 5

4.2.5   Staff are trained in completing the FBA, integrate this information into a Behavior Intervention Plan (BIP), and coordinate it with the IEP.

1 2 3 4 5

4.2.6   Results of the FBA/BIP are shared with family members and/or care providers.

1 2 3 4 5

Total_____

4.5.   Wraparound supports are used when appropriate for the student and his/her family to involve other agencies in supporting the student. School staff:

4.5.1   Are familiar with a multi-agency wraparound approach.

1 2 3 4 5

4.5.2   Are involved with other agencies or providers as necessary to provide other types of support for the student and/or family.

1 2 3 4 5

4.5.3   Are included as needed with representatives from other agencies in the planning and implementation of a student's comprehensive program.

1 2 3 4 5

4.5.4   Advocate for the student's needs within the larger social service network.

1 2 3 4 5

4.5.5   Have a schedule that allows them to make contact with other services and supports when needed.

1 2 3 4 5

Total_____

4.6. All aspects of the student's program are culturally responsive. Staff have:

4.6.1   Ongoing training in multicultural perspectives, issues and awareness.

1 2 3 4 5

4.6.2   Access to information and materials related to a variety of cultural perspectives.

1 2 3 4 5

4.6.3   Curriculum resources reflecting diverse cultures and perspectives.

1 2 3 4 5

4.6.4   Courageous conversations and utilize the four agreements, six conditions, and compass in order to engage, sustain, and deepen interracial dialogue about race.

1 2 3 4 5

4.6.5   Isolated race when looking at individual student and program data.

1 2 3 4 5

Total_____